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ABSTRACT

This booklet presents a comprehensive set of guidelines intended to assist local school boards, administrators, and teachers in establishing their own policies governing the rights and responsibilities of students. The primary objectives of the model are to insure policies that facilitate consistent treatment of all students, the "fairness" or "reasonableness" required by the U.S. Constitution, an atmosphere of open communication and clearly understood rules, and behavior that enables both school staff and students to develop to their fullest potential. Although the guidelines were developed specifically for Minnesota schools, the laws and educational practices they reflect are generally applicable in other States as well. Topics covered by the guidelines include age of majority; alcohol, drug abuse, and venereal diseases; appearance; assembly and meetings; attendance; freedom of expression; corporal punishment; handicapped students; locker and personal searches; marriage, pregnancy, and parenthood; student records; use of tobacco; and suspension, expulsion, and exclusion. (Author/JG)

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Emerging Rights of Students

Students do not "shed their constitutional rights . . . at the schoolhouse gate," the U.S. Supreme Court said in 1969 in the now famous *Tinker* case on student rights. From that date school districts have had to pay more and more attention to a growing list of student rights, mandated by courts at all levels. Like circus jugglers, school districts must try to balance the increasing rights of students with the smooth running of the school, to give students their legitimate rights without causing chaos in school operations.

School boards and administrators must come up with policies and methods for ensuring that student rights are granted and protected. They must also develop a master plan that encourages students to accept more responsibilities to match their new-found rights.

In an effort to help, the editors of *Education U.S.A.* took a comprehensive look at the situation in 1972 and published a Special Report, *Student Rights and Responsibilities: Courts Force School to Change.* This clearly told school systems what they must do to comply with the various court decisions. Things have changed again and again since 1972 as new decisions have replaced old ones and the courts have stepped into new areas, like the U.S. Supreme Court's January 1975 ruling on suspension policies.

It is clearly time for a new, up-to-the-minute interpretative look at the field of student rights and responsibilities, and the editors of *Education U.S.A.* are preparing a comprehensive report that will roll off the presses in the fall of 1975. But board members, superintendents, principals, teachers and others in key school positions can't wait that long. They need to know now what must be done and what is not permitted. The National School Public Relations Assn., publisher of *Education U.S.A.*, by special agreement with the Minnesota Dept. of Education, has arranged to provide immediate assistance by offering in this booklet, *Emerging Rights of Students,* the Minnesota Model for a Bill of Student Rights.

We hope these guidelines will help schools everywhere as they deal with this important concern, "the emerging rights of students."

Roy K. Wilson

Roy K. Wilson
Executive Director
National School Public Relations Association

Emerging Rights of Students

The Minnesota Model for a Student Bill of Rights

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Foreword

It is clear to me, as Commissioner of Education, that there is an increasing concern in our schools in Minnesota with questions about student rights and conditions accompanying these rights within our educational system.

This highly complicated and volatile issue is being raised during an era in which the most pressing questions are being asked by society in regard to social responsibility. The problem of student rights can be viewed, therefore, as a microcosm—a small manifestation of a much larger social phenomenon.

A great number of evidences of the need for attention to student rights exhibit themselves in our changing society.

They include increased student restlessness and alienation; judicial emphasis on due process; the decision that the Constitution does not stop at the school house door; the emergence of a culturally distinct youth class—biologically and intellectually more mature than those of past generations; the growth of the universal demand for having a hand in the decisions which affect one's destiny; and the impact of the Constitutional amendment which lowered the age of majority and therefore increased the status, as well as the numbers, of those who are now enfranchised.

All of these things—and more—emphasize that our schools should become more aware of the importance of (1) according students those rights which are mandated by law; (2) engaging in good, albeit not mandated, practices which have regard for the dignity of the individual student and which promote harmonious school-student relationships; and (3) promoting those activities which will lead students to understand that there are restrictions connected with individual rights and freedoms.

As a recent illustration, one can point to court decisions which have enlarged the refined individual civil liberties.

In another direction, both legislative and judicial actions have emphasized equal educational opportunity for migrants, Blacks, Indians, Chicanos and other minority groups.

This model handbook for students' rights is intended to assist local school boards and administrators in establishing policy.

The document as a whole is not to be considered in itself as a mandate. Its purpose is essentially advisory.

This material has been compiled from current law and educational practices, the majority of which are presently utilized in Minnesota schools. It is recognized that communities, students, and schools in our state differ considerably. It is advisable to seek help from legal counsel when one is unsure as to whether certain rights are being violated.

The main point is that a student should be cognizant of his rights and the conditions accompanying those rights. Only by such education can the student be expected to respond in terms of the laws which govern us all. Just as a player should know the rules of the game, so should the pupil know the laws of the system.

Howard B. Casmey
Commissioner of Education

Purpose

This publication attempts to present a set of guidelines primarily oriented toward school administrators, school boards and teachers. Another document designed for students will follow. The purpose of these guidelines, therefore, is to aid local school districts in developing policies that will facilitate:

(1) Consistent treatment of all students.

(2) "Fairness" or "reasonableness" required by Constitutional Due Process.

(3) An atmosphere of open communication, self-discipline, and clearly understood rules.

(4) Behavior that will enable both school staff and students to develop to their fullest potential.

Recommendations

For Preparation and Distribution of Student Rights Guidelines by Local School Districts

(1) Seek wide input from students during the preparation of student rights policies, including feedback from students, teachers, administrators, community members and parents, attorneys, and agencies of local government.

(2) Engage in legal research to assure that school district policies are consistent with emerging laws.

(3) Review existing policies, including those that relate indirectly to student rights and conditions under which those rights may be exercised, to insure parallelism.

(4) Review school district policies to assure that they are updated.

(5) Give careful consideration to brevity, clarity, and readability.

(6) Distribute copies of school district policy to each student and parent or guardian (including transfer students and their parents).

(7) Distribute copies of the policy to local news media, including television, radio and newspapers.

(8) Because titles and assignments differ among school personnel, the responsible authority for implementing student rights guidelines must be spelled out clearly.

Guidelines

Issued by Minnesota Department of Education

Age of Majority

Philosophical Basis

Lowering the Age of Majority to 18 marks the beginning of a new exciting phase in a student's life. Clear policies should be developed regarding this issue, however.

Two publications, *The Age of Majority: Guidelines for Local Districts* and *The Impact of Reaching the Age of Majority: Guidelines for Students*, attempt to summarize and explain the changes in privileges, duties, rights and obligations of persons 18 years or older. These documents are available from the Publications Section, State Department of Education, 715 Capitol Square, St. Paul 55101 and should be used in developing local school district policy. The following is an addition to those guidelines.

Guidelines

(1) The conduct of all students under 21 years of age shall be governed by a single set of reasonable rules and regulations promulgated by the local board of education.

(2) In some areas, such as student records, attendance and smoking (such as provision for a smoking area), a local board should establish policies recognizing the new rights and accompanying conditions granted under the Age of Majority.

Alcohol, Drug Abuse and Venereal Disease

Philosophical Basis

Personal concerns such as alcohol, drug abuse, or venereal disease can seriously interfere with a student's educational and personal development. The education, dignity, welfare and rehabilitation of the student should be the prime consideration when any remedial action—legal or other--is recommended.

Guidelines

Rights

(1) A student may seek treatment for venereal disease, pregnancy, alcohol or drug abuse—without the consent of a parent or guardian.

(2) A student may seek any medical treatment needed if he is living apart from his parents and managing his own financial affairs.

Appearance

Philosophical Basis

(1) Dress and hair length are the responsibility of the student and his parent. When dress and grooming disrupt the learning process for the individual student, other students, or the learning climate of the school, it becomes a matter of administrative action involving the student and/or parent.

(2) The total learning climate of a school is important to the educational welfare of students. It is believed that the teaching-learning process will flourish in an environment with as few constraints as possible.

Guidelines

Rights

(1) The district school board should reduce its policy on dress and grooming in writing and make such rules widely available to parents and students. Such rules must be clear and reasonable.

(2) Student dress and grooming should be the responsibility of the individual and his parents under the following guidelines:

Accompanying Conditions

(1) Dress and grooming should be clean and in keeping with health and sanitary practices.

(2) Students may not wear clothing or hair styles that can be hazardous to them in their educational activities such as shop, lab work, physical education, art, or on-the-job training.

(3) Dress and grooming should not substantially disrupt the educational process.

Assembly or Meetings

Philosophical Basis

The students' First Amendment right to free speech and assembly should be honored but may not substantially disrupt the educational process.

Guidelines

Rights

(1) Students should be permitted to hold student meetings on school property within the limitation applicable to all groups under MSA 123.36(5).*

(2) Students shall have the right to gather informally.

Rules for a Student Meeting

(1) Meetings should be scheduled in advance.

(2) Normal class activities may not be disrupted.

(3) The meeting shall not be such as may be likely

to create a substantial danger to persons or property.

(4) If a crowd is anticipated, a crowd control plan shall be filed in the appropriate office well in advance of the meeting.

Rule for an Informal Gathering

Students gathered informally shall not substantially disrupt the educational process.

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* M.S.A. 123.36(5) states:

The board may authorize the use of any schoolhouses in the district for divine worship, Sunday schools, public meetings, elections, and such other community purposes as, in its judgment, will not interfere with their use for school purposes; but before permitting such use, the board may require a cash or corporate surety bond in a reasonable amount conditioned for the proper use of such schoolhouse, the payment of all rent and the repair of all damage occasioned by such use, and it may charge and collect for the use of the district from the persons using such schoolhouse such reasonable compensation as it may fix.

It may authorize the use of any schoolhouses or buildings in and of the district for the holding of primaries, elections, registrations, and all action in connection therewith in such manner as in its judgment, will not interfere with their use for suchool purposes. It may impose such reasonable regulations and conditions upon such use as may seem meet and proper.

Attendance

Philosophical Basis

(1) School administrators must make every effort to enforce the compulsory attendance laws.

(2) One fundamental purpose for insisting on punctual, regular school attendance is to facilitate the normal conduct of the school.

Guidelines

Rights

A homebound teacher shall be provided for a student during long periods of illness.

Accompanying Conditions

(1) Students shall be punctual in reporting to school and to classes and shall attend regularly. Since absence from class is an important matter, clear local policies should spell out provisions governing both excused and unexcused absences.

(2) Students may not attend school when they or others in the home have a communicable disease. Consultation with a physician is recommended.

Buttons, Armbands, Speeches and Newspapers

Freedom of Expression –

Philosophical Basis

(1) One of the basic purposes of education is to prepare students for responsible self-expression in a democratic society. Citizens in our democracy are permitted free expression under the 1st and 14th Amendments of the U.S. Constitution. Students do not leave their constitutional rights at the school door. They have the right of free expression as long as they do not substantially interrupt the educational process.

(2) Since schooling should be a meaningful and relevant experience, the matter of free expression should be incorporated in present educational practice.

Guidelines

Rights

(1) Students have the right to express personal opinions in writing in "student" publications and participate in publishing such publications. The publishing and editorial policies governing "student" publications should be in written form.

(2) Students may not be required to participate in patriotic exercises.

(3) Students may wear distinctive insignias, such as buttons and armbands, so long as they do not substantially interfere with the educational process.

Accompanying Conditions

(1) Symbolic, verbal, and written freedom of expression shall not interfere with the freedom of others to express themselves. The use of allegedly profane or allegedly obscene language may be dealt with by civil authorities.

(2) Any publication sponsored or in any way funded by the school shall be known as a "school" publication as different from a "student" publication. Thus, a school newspaper should reflect the total life of the school community. The school publication, which may be accomplished with student effort, should reflect the needs of the total school community. A school should develop clear policies regarding the publication and dissemination of this publication.

Corporal Punishment

Philosophical Basis

The issue of corporal punishment is controversial. Following months of study, a national task force recommended that corporal punishment be phased out of our nation's schools. They suggested the following steps attacking the problem: increased training of school staff in human relations; a full range of educational alternatives; availability of specialists in psychology and social work; and smaller classes where teachers can get to know students. The main point is that corporal punishment may prepare children for autocratic political rule—but poorly for participatory democracy.

Guidelines

By state law, a teacher is allowed to use reasonable physical force to restrain or correct a student. This should be the last alternative, however, Other avenues should be explored before administering physical force —this protects the teacher as well as the pupil.

Handicapped Students

Philosophical Basis

The law recognizes the rights of handicapped, as well as non-handicapped, students to a public education. Special classes, separate schooling or other differential treatment of handicapped children may occur only when sup-

plementary aids and services cannot be accomplished satisfactorily. If the parents, after meeting with the school, believe appropriate instruction and services are not provided, they may appeal to the Commissioner of Education, Minnesota Department of Education, 550 Cedar Street, St. Paul, Minnesota 55101.

1. *Definition of a Handicapped Child*: Students who are deaf, hard of hearing, blind, partially seeing, crippled, have defective speech, are physically impaired in body or limb, educable mentally retarded, emotionally disturbed, special behavior problem (including learning disabled) and trainable mentally retarded. If these students need special instruction and services, they are handicapped students.

2. *Responsibility of the School*: Every district and unorganized territory *shall provide* special instruction and services for handicapped children of school age who are residents of the district and who are handicapped. Every district and unorganized territory *may provide* special instruction and services for handicapped children who have not attained school age.

3. *Meaning of School Age*: School age means the ages of 4 years to 21 years or completion of secondary school or its equivalent for children who are deaf, blind, crippled or have speech defects and 5 years to 21 years for children who are mentally retarded (also emotionally disturbed, learning disabled and behavior problems).

Locker Search or Personal Search

Philosophical Basis

A school district should create a climate in the schools which assures the safety and welfare of all. Equipment, such as lockers, belongs to the school district but students may be allowed to use this equipment as a convenience. The schools should insist that lockers be properly cared for and not used for the storage of illegal items.

Guidelines

Rights

(1) At the time of locker assignment or registration, students will be informed in writing of the policy governing the use of the locker. Such policy should be clear and reasonable.

(2) Students may be assured their rights shall always be balanced with the needs of the school. In a search and seizure situation, the following procedures should be followed:

(a) A search of a student's person should be limited to a situation where the administration has reasonable belief that the student is concealing evidence of an illegal act or school rule violation.

(b) Dangerous items (such as firearms, weapons, etc.) and other items which may be used to substantially disrupt the educational process may be temporarily removed from the student's possession.

(c) A general inspection of school properties including, but not limited to, lockers or desks may be con-

ducted on a regular basis. Illegal items and items belonging to the school or another person may be seized.

(d) All items seized may be returned to the proper authorities or the true owner.

(e) The student should be given the opportunity to be present when a search of personal possessions is conducted, if there is no reason to believe that his presence would be a threat to the safety of himself or others.

(f) When an interrogation takes place in school (in relation to a locker search) by a law enforcement official or police, the student should be advised of his rights by the proper authority, including the right to counsel and the right to remain silent.

Accompanying Conditions

Students shall not bring to school firearms or other possessions reasonably determined by the school board policy to be a threat to the safety or security of himself or others.

Marriage, Pregnancy and Parenthood

Philosophical Basis

The status of married and pregnant students in Minnesota public high schools needs redefinition. It is expensive and embarrassing for a school district to defend a restrictive policy on the grounds that the policy offers protection to the student from potential health hazards. This attitude and policy affecting these students are seldom in accord with the changing times. It is clear, therefore, that school officials will have to deal with the fact that there are more married and pregnant students who wish to continue their education in the public schools than ever before. The main point is that restrictive policies in schools may run counter to the legal right to attend school.

It seems, therefore, that some practices of school districts need to be examined. Specifically, one may refer to the following issues:

(1) Pregnant girls who receive home instruction alone feel that it promotes neither learning nor a healthy mental attitude.

(2) Teachers often are not available to provide home instruction on a regular basis—especially when they are required to provide the instruction after hours.

(3) Girls receiving home instruction miss some of the obvious benefits of a classroom environment: the give-and-take between teachers and students, teacher assistance, school facilities and regular hours.

In short, homebound instruction is not recommended as an approach to the issue of pregnant students.

Guidelines

(1) The right to participate in all the activities of the school must not be restricted solely because of marriage, pregnancy, or parenthood.

(2) Students should have access to professional staff such as counselors, psychologists, social workers, or nurses who are qualified to provide objective information to students concerning marriage and pregnancy.

(3) The schools should make every effort to pro-

vide programs and services appropriate to the special needs of married students or expectant parents. Such programs may include child care classes for student mothers and fathers or placement in maternity homes with adequate educational programs.

Student Records

Philosophical Basis

Student records contain, among other things, a record of the student's conduct. Clear policies are needed regarding these records and care must be exercised in the use of student records. The publication, *Guidelines for the Collection, Maintenance and Release of Pupil Records,* is available from the Publications Section, State Department of Education, 715 Capitol Square, 550 Cedar Street, St. Paul, Minnesota 55101. Chapter 479, Minnesota Laws 1974 and Public Law 93-380 should be examined in conjunction with the state guidelines when developing local district policy.

Guidelines

(1) All student records should be confidential. Personnel having access to student records shall not violate the confidentiality of those records.

(2) The administration shall establish rules and regulations to provide that the content and meaning of records maintained by any school in their district shall be available to any pupil or parent of a child under 18 requesting to see such records. Psychological data, should be released by an individual qualified to explain or interpret the records.

(3) Access to records or transcripts cannot be denied because of failure to pay fees such as book fines.

Use of Tobacco

Philosophical Basis

Smoking has long been a problem for school staff, and now that 18 year olds are considered adults, this problem may become more complex. Considering the fact that smoking is injurious to one's health, schools should continue to discourage young people from taking up the smoking habit. This should be done through educational programs or seminars which point out to young people the dangers of smoking and also through reasonable rules that prohibit smoking in the general school building, on the school premises, or at school functions. Such programs or seminars should be designed to help students:

(1) Know how the respiratory system works;

(2) Know how cigarette smoking interferes with the respiratory and circulatory systems;

(3) Understand scientific facts and statistical evidence on the dangers of smoking;

(4) Develop an understanding of cancer and emphysema; and

(5) See the fallacies in cigarette advertising.

Guidelines

All authorized users shall be allowed to possess, smoke, or use tobacco under the following conditions:

(1) Tobacco users shall be 18 years of age or older.

(2) Tobacco users shall carry proof of age and be willing to show such proof when asked by the appropriate school administrator.

(3) Tobacco users will confine their use to times and places designated by the district school board, when such policy exists.

(4) Tobacco users are liable for their habit to the extent that it may preclude their participation in activities or projects or assignments wherein their use of tobacco would reduce their effectiveness below minimum levels of performance.

Suspension, Expulsion and Exclusion

Philosophical Basis

(1) An awareness of rules on the part of students and administrator of the most recent Minnesota Law, the "Pupil Fair Dismissal Act" (Chapter 572), regarding pupil dismissal may minimize discipline problems. This law emphasizes the *prevention* of dismissal through early detection of behavioral problems and methods whereby fairness in dismissal shall be assured each student. A copy may be purchased from the Documents Section, Department of Administration, Room 140, Centennial Building, St. Paul, Minnesota 55155.

(2) Schools must clarify rights and procedures that assure fair treatment for each student in a learning environment. The school is responsible for maintaining this learning environment before, during, and after dismissal. This may include home bound instruction, assistance from community agencies, tutoring, attendance in other school districts, and other alternative educational programs. Based on the contents of Chapter 572, the following guidelines have been developed:

Guidelines

(1) Rights:

(a) Fair treatment for each student shall be such as to protect him from arbitrary and unreasonable decisions.

(b) All decisions affecting students shall be based on careful investigation of the facts and the fair application of rules and regulations.

(c) All students shall be apprised of the school rules and procedures by which schools are governed and the processes by which discipline may be involved.

(2) Accompanying Conditions:

(a) Students shall comply with reasonable school board rules, pursue a suitable course of study, and shall submit to the lawful authority of school officials.

(b) The following type of conduct shall make the student liable for suspension or expulsion:

1. *Disruption of the Education of Others*—Any

conduct that is likely to or "substantially disrupt" the educational process.

2. *Violation of School Rules*—Such school board rules must be reasonable, clear and provided in writing to each student.

3. *Damage or Destruction of School Property*—A student shall not cause or attempt to cause damage to school property or steal or attempt to steal school property.

4. *Damage or Destruction of Private Property*—A student shall not cause or attempt to cause damage to private property or steal or attempt to steal private property either on the school grounds, or during a school activity, function, or school event off school grounds.

5. *Threats or Assault on a School Employee, Another Student, or Other Persons Who May Be Visiting the School*—A student shall not intentionally do bodily injury to any person or threaten any person, or be involved in intimidation, harrassment, or extortion, or knowingly possess, handle, or transmit any object that can reasonably be considered a weapon:

a. On the school grounds during and immediately before or immediately after school hours;

b. On the school grounds at any other time when the school is being used by a school group; or

c. Off the school grounds at any school activity, function, or event.

6. *Narcotics, Alcoholic Beverages, and Drugs*—A student shall not knowingly possess, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind:

a. On the school grounds;

b. Off the school grounds at a school activity, function, or event.

Use of a drug authorized in accordance with a medical prescription from a registered physician for use *during* school hours shall not be considered a violation of this rule.

(3) Rights:

(a) Definitions:

1. *Class Dismissal*—is defined as excluding a pupil for one subject period or mod.

2. *Suspension*—is defined as prohibiting a pupil from attending school for a period no longer than five days. This definition does not apply to dismissal from school for one school day or less.

3. *In-house-suspension*—is defined as providing a pupil with an educational program in a special classroom under the supervision of a certificated teacher. The certificated teacher works closely with the pupil's teachers, counselors or psychologists, and outside agencies in developing the best educational program for the pupil. This procedure may be considered as an attempt to provide an alternative program prior to dismissal (See ch. 572, sec. 4).

4. *Expulsion*—is defined as prohibiting a pupil

from attending school for a period no longer than the current school year.

5. *Exclusion*—is defined as prohibiting the enrollment or reenrollment of a pupil for no longer than the school year.

(b) Class Dismissal Procedure:

1. A teacher may not exclude a student from a class without good and sufficient reason. The teacher should report this to the principal.

(c) Suspension Procedures:

1. The student is informed of the charge by an administrator at an administrative conference, including the specific acts that support the charge, and that he is suspended. In suspensions, the student may be sent home for no longer than a *five school day* period.

2. The parents or guardians are notified by telephone whenever possible prior to the suspension and are informed as to the reasons for the dismissal. When parents cannot be contacted, the decision to send the student home, to allow him to remain on school premises, or refer him to the proper authorities must be made with consideration of that student's age, safety, maturity, and the nature of the misconduct that caused the suspension.

3. A *certified letter* is mailed to the parents or guardians with a copy of the "Pupil Fair Dismissal Act," stating time, date, charge, and specific acts that support the charge(s) for the suspension. Procedures to be followed by the student and his parents or guardians for reinstatement should be included in the letter.

4. School district boards shall provide students suspended under emergency conditions with the above suspension procedures as soon as the emergency condition has passed. These procedures may be postponed in emergency situations relating to health and safety. Emergency situations shall be limited to those instances where there is a serious risk that substantial harm will occur if suspension does not take place immediately.

(d) Expulsion and Exclusion Procedures:

1. A school district board shall not expel or exclude a student without a hearing, unless *he and his parent or guardian* waive, in writing, the right to a hearing. By waiving the right to a hearing, the student and his parent agree to abide by the findings of the school board. Expulsion hearings shall contain provision for the following:

a. The student is notified in writing of the specific charge or charges, the right to a hearing, and his right to be represented by counsel.

b. A notice shall also be sent to the parent or guardian by *certified mail* citing the charges, and the specific acts that support the charge or charges, and a copy of the "Pupil Fair Dismissal Act." The notice shall state a recommendation of action pending investigation for possible expulsion or exclusion, the right to a hearing, and his (or their) right to representation.

c. The student shall be permitted to have a representative(s) present at the hearing to advise him. The representative may be an attorney, parent, or guardian.

d. The student shall be afforded the right to present evidence, including expert psychological or educational

testimony. The pupil may not be compelled to testify in the proceedings.

e. The student shall be permitted to hear the evidence presented against him.

f. The hearing officer shall determine the facts of each case on the evidence presented at the hearing. He shall submit to the board his recommendation as to the facts and whether or not the pupil charged is guilty of the conduct alleged, and his decision of disciplinary action, if any, including the duration of any expulsion or exclusion. The above recommendation shall be made available in identical form and at the same time to the board and the student and his parents.

g. Strict rules of evidence shall not apply to the proceedings. However, this provision shall not limit the hearing officer's control of the hearing. He shall have the power to issue subpoenas and administer oaths.

h. The hearing officer shall make a record of the hearing at the expense of the school district.

i. The local district board shall review the decision of the hearing officer and may affirm, modify, or reverse his decision.

j. Expulsions or exclusions shall not extend beyond the end of the current school year.

k. An exclusion or expulsion decision may be appealed to the Commissioner of Education.

l. The school board shall report each exclusion or expulsion within 30 days of the effective date to the Commissioner of Education.

m. The decision of the Commissioner shall be subject to judicial review in the district court.

Credits

There are several persons who have stimulated and influenced the development of this document—to them we are extremely appreciative. We would be remiss if we did not acknowledge some of these persons in particular.

Dr. Michael A. Appleman, Student Rights Program Coordinator, is the primary author of the publication and has coordinated the input from various teachers, administrators, students, parents, and lawyers. Mr. Farley Bright, Deputy Commissioner, has provided guidance and direction throughout the conceptualization and development of the document.

Debbie Engen, 1973 Minnesota Association of Student Councils President, obtained endorsement of this document from the Minnesota Association of Student Councils' Executive Board as well as the Minnesota Association of Secondary School Principals.

The ad hoc committee, including prominent educators, legislators, lawyers, and citizens from Minnesota, spent many hours reviewing and discussing the preliminary materials for these state guidelines. Appreciation is expressed to the Attorney General's Office, Minnesota Civil Liberties Union, the Minnesota Association of Secondary School Principals, Minnesota School Boards Association, Minnesota Association of School Administrators, Legal Aid Society, Governor's Commission on Crime Prevention and Control, Enablers, and the staff at the Department of Education.

An Invitation

In preparing a new Special Report on the current status of students rights and responsibilities, the National School Public Relations Association and the editors of *Education U.S.A.* wish to draw heavily on the experiences, both positive and negative, of school districts all across the country. We invite each school district to share with us policy statements and case histories of incidents or situations in which the policies were helpful or out of which these policies and guidelines developed. All such information should be sent to the Director of Editorial Services, National School Public Relations Association, 1801 North Moore St., Arlington, Virginia 22209.

Copies of *Emerging Students Rights,* the *Minnesota Model for a Student Bill of Rights,* are available from the National School Public Relations Assn., 1801 North Moore St., Arlington, Va. 22209. There is a *minimum* order of 12 copies for $8.00. Stock No. 415-14131. All orders must be accompanied by payment.